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ABSTRACT

There is a growing recognition in India of the significant role nonformal adult education can play in achieving national and individual developmental objectives. Traditional formal education with its greatest benefits for a small elitist group will not contribute significantly toward the resolution of major socioeconomic problems. Adult education is an important existing strategy that can be further developed as a major nonformal strategy. Currently, adult education is beginning to assume two major new role tasks, as lifelong education for all levels of society and as a major component in education for developmental strategies. A limitation of adult education, however, is the lack of an organizational framework to systematically build and improve operations. The systems classification of this proposal would provide classification for self-analysis, gathering, classifying, evaluating, and diffusing information about adult education programs in India. The model includes: (1) Identifying Characteristics (organization/administration, program objectives, and time allocation); (2) Setting (needs assessment, culture/economic/civic/scientific context, and other area programs); (3) Program Structure and Function (facilities, philosophy, personnel, clientele, curriculum, and processes); and (4) Output: Evaluation and Feedback (pre- and posttests, interviews, questionnaires, on-the-job records, research, cost/benefit analysis, internal/external efficiency, and feedback). (EA)

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A SYSTEMS DESIGN FOR CLASSIFICATION AND UTILIZATION OF INDIAN ADULT EDUCATION FOR DEVELOPMENT PURPOSES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A SYSTEMS DESIGN FOR CLASSIFICATION AND UTILIZATION OF INDIAN ADULT EDUCATION FOR DEVELOPMENT PURPOSES

1. CHANGE IN DEVELOPMENT OBJECTIVES
2. CHANGE IN EDUCATIONAL STRATEGIES
3. ADULT EDUCATION
4. PROPOSED CLASSIFICATION MODEL FOR ADULT EDUCATION ACTIVITIES
5. A GRAPHIC SYSTEMS ANALYSIS CLASSIFICATION MODEL FOR INDIAN ADULT EDUCATION

1. CHANGE IN DEVELOPMENT OBJECTIVES

1.1 There is a growing recognition both in India and abroad, of the significant role effective nonformal Adult Education operations can play in furthering national development. This focus on nonformal Adult Education has been clearly related to a shift taking place in the objectives of development itself, from a stress on a quantitative increase in overall G.N.P., to a qualitative broadening in the way this G.N.P. is being distributed. It is increasingly being recognized that broad distribution of the benefits of development, rather than limited elite usage of these benefits, is a positive value and can be a major contributing force for national economic growth.

2. CHANGE IN EDUCATIONAL STRATEGIES

2.1 Correlated to this shift towards broader distributive objectives has come an orientation towards different educational strategies. The traditional formal education credit granting and process oriented apparatus, is being increasingly buffeted by stress on functional and competency directed forms of nonformal education.

2.2 For many years the dominant strategy was to expand quantitively the elementary and secondary school apparatus, providing larger quantities of the traditional type of education. There is growing realization now that what is needed is more of a qualitative change which would shift the favored fiscal position of the urban areas funded on the basis of formal school operations, to rural areas, which could more effectively deliver education through nonformal means.

2.3 The traditional formal education structure generally has provided its greatest benefits for a small elitist group. Despite its

evident faults and elitist limitations, formal education has provided an institutional framework for interface communication, problem recognition and problem solving. It has also provided a degree of internal efficiency in meeting internal objectives, and a degree of external efficiency in meeting the broader objectives of society. Unfortunately the societal objectives for which the formal schools have a designated role, have been essentially elitist in tone, and inadequately functional in content.

2.4 Continuing with the traditional pattern of quantitative increase of the numbers attending the formal school organization, will not necessarily contribute significantly toward resolution of major socio-economic problems. Although traditional linear formal apparatus might have sufficed in the period of gradualist and evolutionary expansion of European economies and societies, different types of approaches are needed for societies under modernization pressure to accelerate the participatory process, rapidly increase trained manpower, and broadly distribute the increased economic benefits.

2.5 With the evident limited resources available to most modernizing nations, a greater degree of consideration is being given to developing an appropriate balance of informal, nonformal and formal educational operations to achieve national and personal development objectives. Nonformal, and Adult Education operations are some of the strategies being viewed as vital ways to help overcome the traditional elitist approaches of replicating existant class structure, and as major means for distributing the fruits of development on a broader mass scale.

2.6 In India, as in other nations there is a clear need for the use of nonformal education as a balance with the formal education establishment, because the formal education operation is unable to do all the required tasks for economic development. The Indian government has been giving serious consideration to this type of greater emphasis on nonformal education to achieve national and individual developmental objectives. As the Ministry of Education indicated,

> One of the major weaknesses in the existing system of education is that it places an almost exclusive emphasis on the formal full-time system of instruction. This leads to three major weaknesses. 1) Firstly, the education system is availed of only by the non-working population, whether children, youth or adults. This restricts its use to the well-to-do sections of the society and a link is established between education and privilege. 2) Secondly, it is not possible to move towards a system in which opportunities for continuing education are provided throughout the life of an individual. 3) Thirdly, the cost of education, both recurring and non-recurring, becomes very large and goes beyond the resources of a developing country like ours. It is, therefore, necessary to create a new and integrated form of a national education system in which all the three channels of instruction full-time institutional, part-time institutional and non-institutional self-study would be properly developed at all stages and for all sections of society. This is one of the major programmes of educational reconstruction to be implemented in the Fifth Five-Year Plan.
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> India Ministry of Education, Education in the Fifth Plan, New Delhi, 1973, 66 p., Publication No. 992.

3. ADULT EDUCATION

3.1 Adult Education is an important existing strategy that can be further developed and utilized in the nonformal education approaches for achieving the changed developmental objectives. It traditionally has had the virtues of functionalism, being

responsive to immediate needs of the local community, and democratic in that it has been concerned with the uplifting and improvement of the conditions of the masses and disadvantaged.

3.2 In recent years Adult Education has also made significant moves for release from the almost exclusive emphasis on "catching up" type objectives,to a growing stress on continuing lifelong learning or education for all levels of society. In addition, new role definitions have been developed for Adult Education which give greater recognition to its place as a major nonformal strategy. This role in a balanced educational operation, along with formal and informal education, can provide a valuable means for enhancing national development.

3.3 Fortunately, Adult Education has not been possessed by traditional organizational constraints, by the fallacies of elitist education, or by the certification syndrome which often equates the process followed in securing an education with the competencies achieved in education itself. Yet, the developmental and distributary tasks for lifelong pursuits, require of Adult Education some type of rational systems framework to maximize the results of expending physical and human resources, and utilize the experiences that ongoing institutions can develop and transmit.

3.4 There are already many positive Adult Education activities going on in India, many different governmental and private organizations involved in the operations, fine literature on the subject, and two high quality Adult Education journals regularly appearing. The general high level of dedication and devotion that exists

among Adult Educators in India, is most impressive. It is unfortunate however that despite these healthy and progressive components, there is lacking an effective organizational infrastructure to capitalize on all these assets and systematically build and improve Adult Education operations. This organizational limitation, characteristic of Adult Education operations in nearly all nations, and results essentially from the ancillary nature of this type of education. As a "fringe" or "supplemental" area, Adult Education often is characterized by a fragmented nature and somewhat disorganized state. The healthy components of Adult Education, therefore often become lost on the national scene and fail to make their maximum contribution to national development, even though they might be considered very successful locally.

3.5 Many of the positive values of different Adult Education programs are not adequately diffused to other Adult Education programs, and appropriate types of communications do not take place on valuable programs because of the limited available avenues for communication and diffusion. Often, these types of programs are viewed or treated as unique operations, without too much that can be transferred to other operations, or utilized from other operations. When viewed from this limited communications perspective, there is generally little spin-off value in programs. Rather than a logical and continuing building and improving of adult education operations through effective communications, we find ourselves in a cycle of program change, without adequate linear progress development.

3.6 In the contemporary period, Adult Education is beginning to assume two major new role tasks, that of lifelong education for all levels of society, and as a major component in education for development strategies. With these new assigned responsibilities, it has become important to develop a suitable organizational framework for maximizing the numerous benefits associated with an organization (e.g. continuity, broader organizational goals and missions, role definitions, interface between different components to expedite utilization of experiences insights, strategies and problem solving techniques, and general internal and external efficiency).

3.7 There is need for a systematic classification of Adult Education programs, into manageable components that could be considered and applied to other programs when found of particular value. Developing and operationalizing a functional classification system model is an essential first stage for diffusion and facilitating functional applications on a much broader national scale. An integral part of this proposed systems model is the need for some organization to serve as a regular collector, clearinghouse and diffuser of this information on a broad national scale. The content, scope and value, would be cumulative and could increasingly improve as the project progressed and became more sophisticated.

3.8 There seem to be the broad outline for this type of development in the recent start of a publication program by the Directorate of Adult Education of the Ministry of Education and Social Welfare. They are producing a series of folders on different Adult Education projects, the first of which has been on the Farmer's

Functional Literacy Program. They have also published, Adult Education and National Development - Concepts and Practices in India, and the Directory of Voluntary Organizations Working in the Field of Adult Education in India. These publications are significant starts in a systematic collection, classification and diffusion of information about Adult Education in India. What would greatly contribute to go along with these fine efforts is a systems design for Adult Education in India. The following systems design is a suggested research model, which I have already submitted to the American and Indian governments for research and publication project on Adult Education in India.

3.9 The systems classification being advocated in this proposal would provide the organizational framework for self analysis, gathering, classifying, evaluating and diffusing information about Adult Education programs in India. This available classified information would appear in an annual cumulative handbook and could serve as a major data base for improvement of programs and publicity about successful strategies and approaches being used. The availability of this information is an organized and useful form, could serve as a catalytic agent for continuing self-improvement in the Indian Adult Education arena. It could also serve as a more definitive statement on the actual contribution, and contribution capability of Adult Education to the informal, formal, and nonformal strategies in the uses of education for development purposes. Information would be gathered through the use of a number of techniques, including self-analysis by project directors, surveys,

questionnaires and evaluation of strategies and outputs, and could be disseminated through different agencies on an annual basis.

4. PROPOSED CLASSIFICATION MODEL FOR ADULT EDUCATION ACTIVITIES

4.1.1 Program Title

4.1.2 Organization Administering this Program

4.1.2.1 General services (e.g. agencies serving the needs of: adults as a central function, youth-with adult education as a secondary function, both educational and noneducational needs of the community with Adult Education one of the functions fulfilling some of these needs, i.e. libraries, museums, health and welfare agencies, periodicals, newspapers, radio, and T.V.; special interests of groups with adult education being used to meet the particular interests of the agency itself, i.e. religion, labor, industry, etc. or all adult activities in the community, or all adult activities of a specific agency, i.e. public school evening programs, etc.; activities designed for segments of the population, i.e. physicians, etc.; activities related to social roles, i.e. home and family, life education citizenship, etc.; activities limited to narrow skill development, i.e. remedial reading, etc.)

4.1.2.2 Major Source of Interest (e.g. government agencies, private philanthropic or profit making groups, professional associations, manufacturing or commercial; graduate programs in college and universities)

4.1.2.3 Specific or Organization Designations (e.g. national, local, community, health & welfare, agriculture, armed forces, cooperatives, industrial, labor, libraries, museums, religious, hospitals, adult centers, police, public schools, experimental schools, proprietary schools, polytechnics, community colleges, colleges, universities, radio, T.V.)

4.1.2.4 Specific Types of Institutional Arrangements (i.e. institutions of formal education (e.g. elementary, secondary schools, vocational and technical schools and universities, and their role in providing Adult Education to the community); or major development programs (e.g. those concerned with small farmer schemes, family planning programs, rural employment projects, high yielding varieties programs, integrated nutrition programs, and literacy and technical know-how programs associated with the above development approaches); or radio and television programs which provide out-of school

real instruction for adults, provide motivation or information, and support formal school curricula; or special institutions for nonformal education (e.g. village literacy centers, extension services, factory training centers, centers for workers education, higher level government and home ministry training institutes, staff training programs for army, commerce and industry, cooperative movement education, libraries, Nehru Yuvak Kendras Centers, Vidyapeths, and folk-culture programs, and centers).

4.1.3 Objectives of Program

4.1.3.1 General Goals (e.g. occupational and/or professional competence and skill development; personal and family role living competencies; civic responsibility, self-fulfillment and recreational; transitional assistance)

4.1.3.2 Specific Competencies (in areas e.g. Cognitive: facts, principles, process skills; Affective: interests, attitudes, values; Psychomotor: manipulative)

4.1.4 Time

4.1.4.1 Length of Program

4.1.4.2 Use of Time Allocated

4.2 SETTING

4.2.1 Needs Assessment Inventories (e.g. surveys among industries, labor unions, government employment authorities, municipal authorities, etc.; interviews with responsible officials of enterprise, administration, non-governmental organizations, etc.; studies conducted on regional needs by outside organizations such as UNESCO, universities, research institutes, etc.; questionnaires to secure basic information on industrial structures, kinds and levels of skills required of workers, and existing educational and training programs; interviews with prospective participants, on an individual or group basis, to identify their needs)

4.2.2 Culture Context

4.2.3 Economic Context

4.2.3.1 Manpower Needs

4.2.3.2 Source of Financing and Support (e.g. International agencies, national government, state government, local government, industry, labor, private organizations, tuition by participants)

4.2.4 Civic Context

4.2.5 Scientific and Technical Context

4.2.6 Other Adult Education Programs in the Area

4.3 STRUCTURE AND FUNCTION OF THE PROGRAM

4.3.1 Facilities (e.g. type, nature and extent of usage, special equipment, special location, sharing of premises with other activities or programs)

4.3.2 Philosophy

4.3.3 Personnel

4.3.3.1 Part-Time

4.3.3.2 Full-Time

4.3.3.3 Capabilities

4.3.3.4 Responsibilities (e.g. conducting surveys and studies on educational needs, training requirements, general interests, planning programs or courses of study, developing curriculum for each course, organizing and supervising courses, recruiting part-time instructors and teachers, training part-time staff, preparing teaching materials, providing library and documentary services, carrying out administrative and clerical tasks)

4.3.3.5 Staff Development (e.g. training of part-time staff, orientation courses in adult education methods and techniques; workshops, seminars, refresher courses; regularized staff development and training)

4.3.3.6 Quality Control

4.3.4 Clientele

4.3.4.1 Age Groups

4.3.4.2 Social Roles

4.3.4.3 Previous Achievement

4.3.4.4 Entry Level

4.3.4.5 Constraints

4.3.4.6 Quality Control

4.3.5 Program and Curriculum

4.3.5.1 Source

4.3.5.2 Materials and Resources

4.3.5.3 Procedure for Modification and Change

4.3.5.4 Content (e.g. basic literacy & remedial; rudimentary occupational & vocational; technical training; agricultural skills; professional training and retooling; certification programs; social, citizenship & liberal; recreational; value judgments & attitudes; calculating or measuring skills; bookkeeping; economics; psychology; etc.)

4.3.5.5 Additional Needs

4.3.6 Processes

4.3.6.1 Organizing people (e.g. organizing people: individual methods of correspondence, study, apprenticeship, internship, directed individual study; group methods of class, discussion groups, workshops, institutes, meetings, forums)

4.3.6.2 Techniques (e.g. information giving: lecture, speech, debate, symposium, panel, etc.; skill acquiring: process demonstration, role playing drill, buzz groups, seminar, case study, simulated performances, etc.; knowledge applying: group discussion, buzz groups, etc.)

4.3.6.3 Devices extending effectiveness of methods and techniques (e.g. illustrative devices: result demonstration, films, etc.; environmental devices: arrangement of seats, room illumination, types of seats, etc.; manipulation devices: working models, simulations, etc.)

4.3.6.4 Quality Control

4.3.6.4.1 Admission Standards

4.3.6.4.2 Rentention Standards

4.3.6.4.3 Completion Requirements

4.3.6.4.4 Exams on Competencies

4.3.6.4.5 Performance Criteria

4.4 OUTPUT EVALUATION AND FEEDBACK

4.4.1 Pre-Test and Post-Test

4.4.2 Interviews

4.4.3 Questionnaires

4.4.4 On-the-job Performance Records

4.4.5 Research

4.4.6 Cost Benefit Analysis

4.4.7 Internal Efficiency

4.4.8 External Efficiency

4.4.9 Feedback

5. A GRAPHIC SYSTEMS ANALYSIS CLASSIFICATION MODEL FOR INDIAN ADULT EDUCATION ACTIVITIES